



## Writing Argument

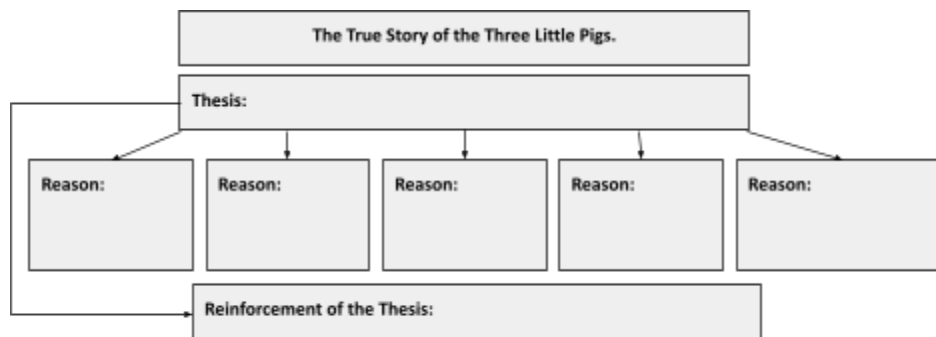
### Deconstruction: Argument Stages

<b>Content Objective</b>	I can name the stages of arguments. (W.3.K.b)
<b>Language Objective</b>	I can answer questions about the thesis and reasons in an argument. (SL.2.K.a)
<b>Vocabulary</b>	<p><b>argument:</b> a genre of writing whose purpose is to convince someone to do something or think something</p> <p><b>stages:</b> the parts of a piece of writing</p> <p><b>audience:</b> an individual or group for whom a piece of writing is composed</p> <p><b>thesis:</b> the part of the argument that states what the writer or speaker is trying to convince someone to do or think</p> <p><b>convince:</b> to persuade</p> <p><b>reason:</b> why the audience should do or think something</p> <p><b>reinforcement:</b> saying again, in a new way</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>The True Story of the Three Little Pigs</i>, Jon Scieszka</li> <li>● argument anchor chart images</li> <li>● chart paper, two pieces</li> </ul> <p>Prepare the following Argument anchor chart.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0; background-color: #f0f0f0;"> <p style="text-align: center;"><b>Argument</b></p> <p><b>Purpose:</b> to convince someone to do something; to convince someone to think something</p> <p><b>Examples:</b></p> </div>



**Stages:**

Prepare the following *The True Story of the Three Little Pigs* chart.



<p><b>DAY 1</b></p>	<p>Introduce the Argument anchor chart.</p> <p><i>We have been talking about <b>arguments</b>, whose purpose is to convince someone to do something or to convince someone to think something.</i></p> <p><i>Today we are going to learn about the <b>stages</b>, or parts, or arguments by rereading The True Story of the Three Little Pigs.</i></p>
<p><b>Deconstruction</b></p>	<p><i>Remember, in The True Story of the Three Little Pigs, A. Wolf talks to the readers, his <b>audience</b>, to try to convince them about something.</i></p> <p>Introduce the <i>The True Story of the Three Little Pigs</i> chart.</p> <p><i>Over the past few days we started talking about some of the stages of arguments. Arguments begin with a <b>thesis</b>, the part of the argument that states what the writer or speaker is trying to <b>convince</b> someone to do or think. Let's try to find A. Wolf's thesis in these first few pages.</i></p>
<p>pages 1-2</p>	<p><i>What is A. Wolf trying to convince his readers to think?</i></p> <p>Harvest children's ideas and write the thesis on the chart. (See the completed chart example at the end of the lesson.)</p>
<p>page 3</p>	<p><i>We know that when someone argues, she or he also has to provide the audience with <b>reasons</b> why the audience should do or think something. What reason does A. Wolf give here?</i></p>

	Harvest children’s ideas and write the reason on the chart. (See the completed chart example at the end of the lesson.)
pages 6-7	<p><i>What reason does A. Wolf give here?</i></p> Harvest children’s ideas and add the reason to the chart. (See the completed chart example at the end of the lesson.)
<b>DAY 2</b> page 15	<p><i>What reason does A. Wolf give here?</i></p> Harvest children’s ideas and add the reason to the chart. (See the completed chart example at the end of the lesson.)
pages 24-25	<p><i>What reason does A. Wolf give here?</i></p> Harvest children’s ideas and add the reason to the chart. (See the completed chart example at the end of the lesson.)
page 27	<p><i>What reason does A. Wolf give here?</i></p> Harvest children’s ideas and add the reason to the chart. (See the completed chart example at the end of the lesson.)
page 28	Finish the read.
<b>Closing</b>	<p><i>Let’s add what we learned about the stages of argument to our anchor chart.</i></p> Review the stages cards as you add them to the chart. As indicated in the example, leave space between the “reasons” and “reinforcement of the thesis” cards to add the “evidence” card next week. <p>*Note: no lesson on Day 5.</p>


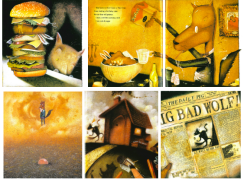
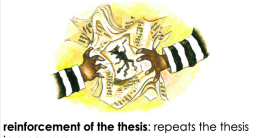
### Argument

**Purpose:** to convince someone to do something; to convince someone to think something

**Examples:**



**Stages:**

 <p><b>thesis:</b> states what the writer is trying to convince the audience to think or do</p>	 <p><b>reasons:</b> support the thesis, appeal to the audience</p>
 <p><b>reinforcement of the thesis:</b> repeats the thesis in a new way</p>	

*Next we will choose a topic and begin writing an argument together!*

Note: Leave the Argument anchor chart posted. You will continue to reference and add to it throughout the unit.

<b>Standards</b>	<p><b>W.3.K.b</b> Use a combination of drawing and writing to communicate a topic.</p> <p><b>SL.2.K.a</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
<b>Ongoing assessment</b>	<p>Throughout the lesson, listen for and make note of children’s understanding of the stages of arguments.</p> <p>Are they able to identify the thesis?</p> <p>Do they identify the reasons used to support the thesis?</p>